

POLICY

HASBROUCK HEIGHTS BOARD OF EDUCATION

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Gifted and Talented Pupils
M

2464 GIFTED AND TALENTED PUPILS

The district shall provide gifted and/or talented pupils at all grade levels with programs which provide for their basic education while encouraging optimum development of their special abilities. Programs shall be developed or located which stimulate pupils to participate constructively in, and contribute to, the activities of their school, the community and society.

The Gifted and Talented Program shall be based on the common core curricula standards in all disciplines and designed for individual learning styles of each student. Because early discovery of "giftedness" is important, it is essential that the identification of these pupils be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

The Superintendent in conjunction with the Director of Special Services and other administrators and the Gifted/Talented Teacher shall coordinate development of criteria to identify gifted and/or talented students and monitor progress at regular intervals. The Gifted/Talented Teacher will maintain data and report to the Superintendent and other administrators regularly on the progress of these students.

The Gifted and Talented Program will be incorporated into the school day for grades Kindergarten through eight. Students who remain in district for grades nine through twelve will utilize the Pre-Advanced Placement, Advanced Placement (AP), dual-enrollment which offers college credits, and honor courses for Gifted and Talented Programming in addition to additional activities aligned with core content curricula standards in various high school courses.

Criteria for entrance into the Gifted and Talented (G&T) Program are as follows:

Kindergarten Screening For Gifted And Talented

Kindergarten teachers must submit "The Inventory of Kindergarten Skills" for each child whom they recommend, by **November 1st**.

- The student must master all skills listed including writing, math, language, and fine motor skills;
- The student must achieve "can do" or 1 for each behavioral and social development.

The Inventory will then be sent to the Principal, Director of Special Services, Assistant Superintendent and G&T Teacher for review.



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If deemed appropriate, the G&T Teacher will administer "The Inventory of Kindergarten Skills". Student eligibility would then be determined using the District Criteria.

Grades Kindergarten-Eight - Eligibility Procedures

Students in grades Kindergarten through eight will be administered a standardized test before June of the end of that year by the G&T Teacher or designee. The results of these tests determine eligibility for the in-district Gifted and Talented Program.

Criteria for eligibility are as follows:

- Academic Achievement — a minimum of 97 percentile or top ten percent in each grade level equivalent on standardized test aligned with State-mandated testing in Language Arts and Math;
- Teacher recommendation; and
- Grades and maturity commensurate with scores on standardized test and core curricula content standards.

High School Gifted and Talented

The high school Principal or designee, in conjunction with the Director of Special Services/Assistant Superintendent and the Gifted and Talented Teacher, will help schedule the Gifted and Talented students in courses that will maintain the rigor and challenge of which these students are capable. The high school Principal or designee will be responsible for insuring the implementation of additional activities connected with core curricula content standards in each classroom or grade level for G&T high school students.

Students will be assessed annually to determine eligibility for the G&T Program.

N.J.S.A. 18A:61A-2; 18A:35-4.16
N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)5.
P.L. 108-382, Sec. 10201 et seq.

First Reading: July 24, 2014



REGULATION

HASBROUCK HEIGHTS BOARD OF EDUCATION

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R 2464 GIFTED AND TALENTED PUPILS

Kindergarten Screening For Gifted And Talented

Kindergarten teachers referring pupils for Gifted and Talented must submit the following document: The Inventory of Kindergarten Skills.

The pupil should have mastered all skills listed including writing and language development skills.

Behavioral and Social Development must also show Mastery "Can Do".

The Inventory will then be sent to the Building Principal and Director of Special Services for review.

If deemed appropriate, the Basic Skills teacher will then administer the Kindergarten Screening Test. Pupil eligibility would then be determined using the district criteria.

Grades Kindergarten – ~~Two~~ Eighth Screening Procedures and In-District Programming

Pupils in Kindergarten, ~~grades one and two~~ through eighth are administered a standardized test ~~in April~~. The results of these tests determine eligibility for the in-district after-school Gifted and Talented Program.

Criteria utilized is as follows:

- ~~An IQ of 130 or above~~
- Academic Achievement - a minimum of 97 percentile ~~on at least two of the following: Total Reading; Total Mathematics; Total Battery~~ in each grade level equivalent on standardized test aligned with state-mandated testing in Language Arts and Math
- ~~Social and Emotional maturity~~ Grades and maturity commensurate with scores on standardized test and core curricula content standards
- Teacher Recommendation

~~Pupils in Kindergarten through second grade will be offered enrichment courses for a ten week period, after school hours.~~

Revised (First Reading): July 24, 2014



HASBROUCK HEIGHTS BOARD OF EDUCATION
Hasbrouck Heights, New Jersey 07604 File Code: 4118.23
Regulation

STAFF DRESS CODE - GUIDELINES

Administrators (10 month), Teachers and Support Personnel

1. Required attire for female personnel (all year):-

- dresses
- skirts with blouses or tops, turtlenecks and/or sweaters
- slacks with blouses, turtlenecks and/or sweaters
- pant suits
- Capri pants

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Prohibited

- Jeans (unless authorized for Spirit Day Fridays with a "Heights Logo" top)
- leggings unless worn with a skirt or tunic covering
- sweat shirts
- sneakers/flip flops
- warm up/jogging suits
- casual shorts
- blouses that do not extend to the end of the shoulder
- visible undergarments seen
- low cut dresses or tops

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2. Required attire for male personnel from September 1-June 30:

Administrators

- suit with shirt and tie
- slacks with shirt and tie, with or without sport jacket
- slacks with turtleneck shirt with sport jacket

July 1- August 30

- slacks
- button down, collared shirt
- buttoned, collared golf shirt
- sweater
- turtleneck

Teachers & Assistants

- slacks
- button down, collared shirt
- buttoned, collared golf shirt
- sweaters
- turtleneck
- Bermuda/Dress shorts (only for June)

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Prohibited

- jeans
- sweat shirts
- sneakers/flip flops
- warm up/jogging suits
- casual shorts (except in June)
- Cargo Pants

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3. Physical Education Staff may wear:

- buttoned and collared golf shirts in black/orange/white/grey with logo - Upon request will be supplied by Board of Education at the beginning of each year. New staff members will be supplied with maximum 5 shirts, thereafter, two shirts per year.
- sweatshirt with Heights logo in school colors black/orange/white/grey
- sneakers
- Athletic Apparel neutral or school color

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Prohibited

- ~~• pocketless, zipperless shorts~~

4. ~~-Dress down day/ Spirit Day/School Color Day~~

- ~~Permitted on Friday of each week. Jeans can be worn only if school spirit wear is present.~~

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5. The wearing of smocks or other special attire by teachers in the performance of their duties in specialized subject areas, such as industrial arts, nursing, science, art and kindergarten shall not be deemed a violation of this Code.

6. Whenever any teacher is desirous of wearing a form of attire not described above, a ruling may be sought of the Superintendent who shall issue a ruling within two (2) school days of the date a written request for a ruling is submitted.

Approved: March 18, 2002

Revised: October 19, 2005

Revised (First Reading): July 24, 2014

Revised (Second Reading): August 6, 2014

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties

N.J.S.A. 18A:27-4 Power of boards to make rules

governing employment of teacher, etc.;

employment thereunder

Quiroli v. Linwood Board of Education, 1974 S.L.D. 1035

Cross Reference: 4138 Non-school employment

Attendance

District Guidelines

Each school principal and principal designee will adhere to the following guidelines regarding absences:

I. For up to 4 cumulative unexcused absences, the school district shall:

- (1) Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
- (2) Contact the student's parents to determine the reasons for absences and request doctor's notes to verify absence if possible;
- (3) Develop an action plan in consultation with the student's parents designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
- (4) Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
- (5) Cooperate with law enforcement and other authorities and agencies, as appropriate.

II. For between 5 and 8 cumulative unexcused absences (at day 7) the school district shall:

- (1) Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
- (2) Contact the student's parents to determine the reasons for absences and request doctor's notes to verify absence;
- (3) Hold a conference with the student. (Elementary School with parent)
- (3) Evaluate the appropriateness of the action plan developed pursuant to I-(3) above;
- (4) Revise the action plan, as needed, to identify patterns of unexcused absences and establish outcomes based upon the student's needs and specify the interventions for achieving the outcomes, supporting the student's return to school and regular attendance;
- (45) Cooperate with law enforcement and other authorities and agencies, as appropriate.

III. For cumulative unexcused absences between 9 and 14 (at day 10) the student, between the ages of six and 16, is truant, pursuant to N.J.S.A. 18A:38-27, and the school district shall:

- (1) Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
- (2) Conduct a follow-up investigation, including contact with the student's parents, to determine the cause of each unexcused absence;
- (3) Evaluate the appropriateness of the action plan developed pursuant to I-(3) above;
- (4) Revise the action plan Create an action plan, as needed, to identify patterns of unexcused absences and establish outcomes based upon the student's needs and specify the interventions for achieving the outcomes, supporting the student's return to school and regular attendance that may include any or all of the following:
 - (A) Refer or consult with the building's Intervention and Referral Services team, pursuant to N.J.A.C. 6A:16-8; if the student is failing;
 - (B) Conduct testing, assessments or evaluations of the student's academic, behavioral and health needs;
 - (C) Consider an alternate educational placement;
 - (D) Make a referral to a community-based social and health provider agency or other community resource;
 - (E) Refer to the court program designated by the New Jersey Administrative Office of the Courts; and
 - (F) Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
- (5) Cooperate with law enforcement and other authorities and agencies, as appropriate.

IV. For cumulative unexcused absences between 15 and 18 (on day 15) the school district shall:

- (1) Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
- (2) Contact the student's parents to determine the reasons for absences and request doctor's notes to verify absence; as needed, to identify patterns of unexcused absences and establish outcomes based upon the student's needs and specify the interventions for achieving the outcomes, supporting the student's return to school and regular attendance that may include any or all of the following:
 - (A) Refer or consult with the building's Intervention and Referral Services team, pursuant to N.J.A.C. 6A:16-8;

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(B) Conduct testing, assessments or evaluations of the student's academic, behavioral and health needs;

(C) Consider an alternate educational placement;

(D) Make a referral to a community-based social and health provider agency or other community resource;

(E) Refer to the court program designated by the New Jersey Administrative Office of the Courts; and

(F) Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and

(5) Cooperate with law enforcement and other authorities and agencies, as appropriate;

V. For cumulative unexcused absences over 18 a student will lose credit for their courses.

The chief school administrator shall submit annually a report to the Commissioner of Education containing information on student attendance, including, but not limited to, the district board of education's implementation of each of the requirements pursuant to this section.

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A definition of unexcused absence shall be based on the definition of a school day, pursuant to N.J.A.C. 6A:32-8.3 and the following considerations:

- Disabling illness;
- Recovery from accident;
- Required court attendance;
- Death in the family;
- Excused Religious Observance pursuant to N.J.S.A. 18:A36-14-16; -- In accordance with statute, no pupil absent for religious observance of a day recognized by the Commission of Education or this Board of Education shall be charged with an unexcused absence,
- Educational opportunities such as receipt of an award, eligibility/opportunity to compete for an award, or of the right to take an alternate to a test or examination missed through such absence;
- For students with disabilities, the attendance plan and punitive and remedial procedures set forth therein shall be applied, where applicable, in accordance with the students' Individualized Education Programs, pursuant to 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Education Improvement Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plans under 29 U.S.C. § 794 and 705(20); and individualized health care plans, pursuant to N.J.A.C. 6A:16-2.3(b)2ix.

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Grades K-5 Elementary School - Grades Kindergarten through Grade 58 ABSENCES AND EXCUSES

In order for the Board of Education to fulfill its responsibility for providing a thorough and efficient education for each pupil, the complete cooperation of parents/guardians and pupils is required to maintain a high level of school attendance. The frequent absence of pupils from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of pupils to complete the prescribed curriculum requirements successfully.

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A pupil must be in attendance for 162 or more school days in order to be considered to have successfully completed the instructional program requirements of the grade to which he/she is assigned.

Students will be limited to eighteen (18) absences for the school year. It is the responsibility of the parent/guardian to track his/her child's absences. Absences should be tracked via the attendance information encompassed in the quarterly report cards and/or by contacting the school's main offices. The school will notify the parents/guardians at the following absence levels: Four, Seven, Ten, Fifteen, Fourteen, Seventeen and above. After four (4) absences, an action plan is required. After 10 nine (9) absences, conferences will be required by the principal or principal designee and the creation of an action plan will be required. Absences beyond eighteen (18) may result in a change in the student's academic programming / placement during the following school year.

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Parents/guardians are responsible for notifying the school no later than 8:45 AM when a child will be absent and should inform the school of the reason for the absence. Upon a student's return from any absence, the parent/guardian must present a doctor's note or a note from the parent/guardian detailing the reason for the absent to the homeroom teacher. Note that the doctor's or parent/guardian note must be submitted within 3 days after the student returns to school to be considered an excused absence. A student absent from school will not be allowed to participate in any school function, either during or after school hours unless the principal or designee has granted prior permission. After each absence, students are required to make up all work missed within five (5) school days unless extenuating circumstances exist. If work is not submitted, the impact on the student's average will be determined by the classroom teacher in conjunction with the principal and/or designee.

Any student's absence requires a doctor's note to be considered "excused." If a doctor's note is not presented, or when the child exceeds 18 absences, a change in the child's academic programming or placement will be considered.

A waiver of these attendance requirements may be granted for good cause by the school principal upon recommendation of representative staff, including guidance personnel and/or classroom teachers, and in conjunction with the superintendent. In recommending the granting of a waiver of this attendance requirement, the principal or designee shall consider the nature and causes of all absences rather than only those in excess of the 18 days. Documentation of the nature and causes of these absences shall be the responsibility of the pupil and parent/guardian.

All existing chronic illnesses (i.e., asthma) that may lead to excessive absences must be reported to the school nurse via a doctor's note by October first of each school year. Additionally, all chronic illnesses diagnosed during the school year must be immediately reported via a doctor's note to the school nurse in order to be considered as a legitimate plea for waiver of this attendance requirement. School Nurses are to notify the principals and/or guidance counselors and classroom teachers of those students in the above category.

POTENTIALLY MISSING CHILDREN

If daily attendance records indicate a child is absent, and the parent/guardian has not called, a designated person shall attempt to contact them. If no one can be reached the child will be considered truant. In addition, the appropriate law enforcement agencies and/or the truant officers will be notified to ensure the safety of your child.

VACATION

At no time will vacation days be considered "excused" for any reason. Vacation is not considered an excused absence. Students are responsible for class work when they leave for extended periods of time. If a child is accompanying a parent/guardian on an extended leave for any reason, the parents/guardian may consider enrolling his/her children in another school district (more than five school days is an extended period of time). If the child is enrolled in another district, reregistration would be required when / if returning to the district.

BEDSIDE INSTRUCTION

Home instruction is available for students upon the request of the parent/guardian and the presentation of a physician's statement indicating that the student will be absent from school for a minimum of two weeks. While on home instruction, daily attendance requirements will be suspended. Absences will be excused from the first day of confinement associated with the request for bedside instruction. Instructional services shall begin as soon as possible but no later than seven calendar days after the physician's verification (6A:14-4.9).

TARDINESS

All students are expected to attend school regularly and to be on time. When a student arrives to school after 8:35 AM (after the second bell), the student must report to the office to check in before going to the classroom. Repeated tardiness may have an adverse effect on students' grades.

- Upon accumulating six days tardy the child may be assigned detention during recess for each subsequent tardy.
- Upon accumulating 10 days tardy or more, a letter will be sent home reminding parents/guardians of the policies and procedures, and a conference must be set up detailing an action plan to curtail tardiness.
- Upon accumulating 15 days tardy a letter will be sent home and the principal may consider filing charges with the Hasbrouck Heights Municipal Court in accordance with NJSA 18A:38-25. Charges will be filed for all subsequent days tardy.

The principal has the right to excuse a student for being tardy on a case by case basis if a note for a valid reason is presented. Examples of valid excuses are: 1. Doctor's appointment, 2. State approved religious observances, 3. Family Emergencies.

Late Arrival and Early Dismissal

The Board recognizes that from time to time compelling circumstances will require that a pupil be later to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this district, the Board shall require that the school be notified in advance of such absences by written request of the pupil's parent/guardian, which shall state the reason for the tardiness or early dismissal. Justifiable reasons may include:

1. Medical or dental appointments which cannot be scheduled outside of school hours;
2. Medical disability;
3. Family emergency;
4. Court appearance;

No pupil in grades kindergarten through grade eight shall be permitted to leave school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized by the parent/guardian to act in his/her behalf.

Tardiness not covered by the causes listed shall be cumulative, and may affect course credit.

MIDDLE/HIGH SCHOOL - Grade Six/Nine through Grade Twelve

The Board of Education recognizes that the continuity of the instructional process and the ability of pupils to complete the prescribed curriculum requirements is disrupted by frequent absence or tardiness by pupils. Also recognized is that one of the major requirements of adult occupations is regular attendance and time on task. Therefore, the practice of good attendance must be established in the pre college years. In recognition of this, the Board of Education requires the complete cooperation of parents/guardians and pupils to maintain the highest level of school attendance. Since frequent absence severely affects the learning process, the successful completion of the prescribed curriculum by students whose accumulated absences exceed eighteen (18) days is not possible and, therefore, students will not receive credit for those programs for which they have been absent. A pupil must be in attendance for 162 or more school days in order to be

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considered to have successfully completed the instructional program requirements of the course to which he/she is assigned.

A definition of unexcused absence shall be based on the definition of a school day, pursuant to N.J.A.C. 6A:32-8.3 and the following considerations:

- Disabling illness;
- Recovery from accident;
- Required court attendance;
- Death in the family;
- Excused Religious Observance pursuant to N.J.S.A. 18:A36-14-16; – In accordance with statute, no pupil absent for religious observance of a day recognized by the Commission of Education or this Board of Education shall be charged with an unexcused absence,
- Educational opportunities such as receipt of an award, eligibility/opportunity to compete for an award, or of the right to take an alternate to a test or examination missed through such absence;
- For students with disabilities, the attendance plan and punitive and remedial procedures set forth therein shall be applied, where applicable, in accordance with the students' Individualized Education Programs, pursuant to 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Education Improvement Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plans under 29 U.S.C. § 794 and 705(20); and individualized health care plans, pursuant to N.J.A.C. 6A:16-2.3(b)2ix.

A doctor's note must be submitted within 3 days after the student returns to school to be considered a medical excused absence. Students will be limited to 18 absences for a full year course and 9 absences for a half-year course. The school will implement the following guidelines regarding absenteeism.

Absences Procedure

4 days absent	Email Home (return receipt)
7 days absent	Email Home, Student Conference (if in 1 st two marking periods)
10 days absent	Email Home, Parent Contacted, Student meeting with plan, I & RS (if students are failing)
15 days absent	Email Home, I & RS, Parent Meeting
19 days absent	Loss of Credit (if unexcused)

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LOSS OF CREDIT (see Code of Conduct)

DUE TO CUTTING AND/OR TRUANCY – A student will be denied credit in a course upon attaining two (2) cuts in that course during the school year.

DUE TO ABSENCE – A student will be denied credit in a course after cumulative absences exceed eighteen (18) for a full year course and 9 for a half-year course, 4 for a marking period course, eighteen (18) for Physical Education/ Health.

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Each late to class will accumulate as an absence.

Tardiness of 15 minutes or more will result in a full absence from that class.

Excessive tardiness to school in Grades 9 - 12 may result in the loss of credit for Period I class.

TRANSFERRING STUDENTS

Students who transfer to Hasbrouck Heights High School should realize that their allowable number of absences will be pro-rated based upon their date of enrollment.

MEDICAL WAIVERS

All existing chronic illnesses (i.e., asthma) that may lead to excessive absences must be reported to the school nurse via a doctor's note by October first of each school year. Additionally, all chronic illnesses diagnosed during the school year must be immediately reported via a doctor's note to the school nurse in order to be considered as a legitimate plea for waiver of this attendance requirement.

BEDSIDE INSTRUCTION

Home instruction is available for students upon the request of the parent/guardian and the presentation of a physician's statement indicating that the student will be absent from school for a minimum of two weeks. While on home instruction, attendance requirements will be modified. Absences will be excused from the first day of confinement associated with the request for bedside instruction. Instructional services shall begin as soon as possible.

VACATION

At no time will vacation days be considered "excused" for any reason. Vacation is not considered an excused absence. Students are responsible for class work when they leave for extended periods of time. If a child is accompanying a

parent/guardian on an extended leave for any reason, the parents/guardian may consider enrolling his/her children in another school district (more than five school days is an extended period of time). If the child is enrolled in another district, reregistration would be required when / if returning to the district.

DESCRIPTION OF CUMULATIVE ABSENCES

All absences from school are cumulative. The Board of Education realizes that many absences, such as religious holidays, death in family, illness, documented court appearances, college visits, etc. are unavoidable. However, all absences cause a student to miss classroom instruction and collaborative learning essential for the development of skills defined by the Core Curricula. It is the responsibility of the parent/guardian to work out a schedule for the student to make-up days so that he or she can regain the time for Core Content understanding and skill development.

Absences for college visits should be limited to no more than three (3) days. Students also need to present a letter from the college to the Administration prior to the visit indicating the day of the visit.

Whether absences are due to personal or school related reasons, work in classes must be made up.

Absence Appeals: Students who lose credit because of absences may appeal for a review of their case to the principal. The principal may appoint an Attendance Committee, which may be comprised of the Attendance Officer, the Nurse, a Counselor, and the SAC counselor who will review the appeal. This appeal must be presented in writing to the Attendance Officer and be submitted by the parent/guardian no later than five (5) school days after the notice of lost credit is issued. If the appeal is not received in this time period, the student will lose credit for the course(s) missed.

Principal's Appeal: If the parent/guardian is in disagreement with the principal's and/or Attendance Committee's decision, he or she must present written documentation which would justify further consideration of loss of credit. This information must be submitted to the Principal within three (3) school days of notification of the Attendance Committee's decision. The appeal may be brought to the superintendent.

TRUANCY/CLASS CUTS (see code of conduct)

Students will be considered cutting class or truant when they do not have permission from a teacher, administrator, parent or guardian to miss class. A total of two (2) cuts from a class will result in loss of credit and removal from class.

Class Cuts and Truancy: A student who cuts a class will be assigned three (3) detentions for each cut. Students truant from school will receive two (2) Saturday School detentions for each day truant and in addition, each class missed will be considered a cut. Students who cut class or are truant are not entitled to make up the work that they have missed.

Staff intervention: Following the first cut from a class by a student, the administration will notify the parent/guardian by letter and phone call. Parents, guardians, and students will be reminded of the risk of loss of credit and will be requested to have a conference with staff members. Continued truancy or class cutting will be reviewed by the administration and may involve further intervention by the Child Study Team, counselors, staff members, administration, and parents or guardians in order to attempt to reverse the behavior.

EARLY DISMISSAL

Absence in all classes missed due to early dismissal is cumulative.

Procedure:

If a student is going to leave the school building early, a parent/guardian must call the Attendance Office (393-8466) before 8:00 a.m. The student must also present to the Secretary a written explanation which includes the date, time, reason for the early dismissal, and if the student is expected to return. A parent/guardian must report to the High School or Middle School Office to sign out any student.

TARDINESS POLICY

Tardiness Procedure for the School Day and/or classes

1-3 days tardy	Excused
4-7 days tardy	Detention (notify parent)
8-20 days tardy	Saturday School (notify parent) - Grade level privileges lost at 12 tardies
Over 20 days tardy	Loss of credit for class

Lateness to School

It is the sole responsibility of the student to be in school and in class on time. For each of the first six (6) times a student is tardy to school and/or homeroom during the entire school year, one (1) central detention will be assigned for each occurrence, unless the student presents the Attendance Secretary with a written explanation that excuses the tardy. If the student does NOT present a note, it is considered an "Unexcused Tardy." A student who receives an "Unexcused Tardy"

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~~must report to central detention after school on that day. If a student does not report to central detention that day, he/she will be assigned a Saturday School Detention. After the sixth tardy and any subsequent tardy thereafter within the school year, the student will be assigned a Saturday School Detention for each tardy whether the tardy is excused or not. If a student does not attend Saturday School, he/she will be suspended from school. Escalating disciplinary measures will result if tardiness continues.~~

In cases where extenuating circumstances exist, the Administration has the prerogative to modify any disciplinary action.

Late Arrival and Early Dismissal

The Board recognizes that from time to time compelling circumstances will require that a pupil be later to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this district, the Board shall require that the school be notified in advance of such absences by written request of the pupil's parent/guardian, which shall state the reason for the tardiness or early dismissal. Justifiable reasons may include:

1. Medical or dental appointments which cannot be scheduled outside of school hours;
2. Medical disability;
3. Motor vehicle driver's test;
4. Interview for college entrance or employment;
5. Family emergency;
6. Court appearance;
7. Such good cause as may be acceptable to the administration

No pupil in grades kindergarten through eighth shall be permitted to leave school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized by the parent/guardian to act in his/her behalf. Tardiness not covered by the causes listed shall be cumulative, and may affect course credit.

Lateness to Class (see Code of Conduct)

Lateness to any class is excused only when a student has a proper note from a staff member when arriving in class.

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~~Time lost by unexcused lateness of 3 minutes or less to class will be made up by detention with individual teachers concerned. If students do not cooperate with this policy, central detention will be assigned. In either case, two (2) unexcused tardies of more than 3 minutes will be recorded as a CUT with consequences listed above for cutting. Teachers will notify parents and attendance officers of students who reach this point for intervention and effective behavioral change. A student is considered present in class only if he/she is sitting at a desk when class begins.~~

Date Approved: July 29, 2004
Revised: February 28, 2008
Revised: June 30, 2009
Revised: February 17, 2011
Revised: April 18, 2013
Revised: November 13, 2013
Revised (First Reading): July 24, 2014
Revised (Second Reading): August 6, 2014

DRESS AND GROOMING

A student's appearance or mode of dress or cleanliness will not be permitted to disrupt the educational progress or constitute a threat to health and/or safety.

Staff members will be required to alert students of the Dress Code requirements and enforce the provisions:

I. General Rules

1. Pupils are expected to be clean and well groomed in their appearance.
2. Pupils are expected to avoid extremes in appearance that are so disruptive or distracting that the reaction of other pupils is beyond normal control.
3. Dress or grooming that jeopardizes the health or safety of the pupil or of other pupils or is injurious to school property will not be tolerated.
4. Pupils are expected to wear clothing that conforms to community standards.
5. Pupils are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good school environment.

II. Prohibited Clothing and Articles

The following garments and articles are prohibited in school and at school-sponsored indoor events:

1. Extremely low-cut, tight fitting or transparent clothes, bare midriffs, and suggestive clothing
2. Bare feet, unsafe footwear, cleated shoes, footwear intended for the beach, shower sandals, flip flops, sandals, backless footwear where the majority of the shoe is made of rubber. Hard soled sandals are permissible.
3. Patches and decorations that are offensive or obscene
4. Clothing that is overly soiled, torn, worn, or defaced
5. Clothing, apparel and/or accessories which indicate affiliation with any gang associated with criminal activity or have references to alcohol or tobacco, including affiliations with drinking establishments
6. Clothing containing profanity or sexual references or innuendoes
7. Clothing which includes racial or ethnic violence
8. Hats/bandannas/sweat and head bands/hoods - All head wear shall be removed when entering the building and appropriately stored in lockers or coat closets
9. Sunglasses (unless prescription with doctor's note) - worn or carried
10. Visible undergarments
11. Revealing shirts, or blouses, shorts, and skirts
12. Sleeveless shirts with less than 3 inches in width of material on shoulder straps - Grades K-5 No shirts or dresses with spaghetti straps/halter tops
13. Sleeveless shirts - HS/MS - that do not extend to the end of the shoulder
14. Sleeveless Basketball type jerseys are permissible, if worn over an acceptable shirt
15. Pajamas, slippers, boxer shorts - except during approved pajama days
16. Outerwear worn indoors. All outerwear shall be appropriately stored in lockers or coat closets
17. Shorts, above fingertip length
18. Skirts/dresses, above fingertip length
19. Pants/shorts worn below the hip
20. "Skin tight" shirts, skirts or pants
21. Ornamental decals, if they reflect a lack of modesty or lack of adherence to Federal Law
20. Walkman radios, CD players, electrical games, exposed cell phones or any unauthorized audio equipment
21. Shorts that do not extend to the legs (need to hit mid-thigh)
22. Skirts without compression shorts

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Military insignia is prohibited by Federal Law

Shorts, dresses, and skirts must be appropriate in length. The principal or his/her designee will determine appropriate length. The principal or his/her designee may extend these dates on a day-to-day basis if weather becomes unseasonably hot.

Clothing Trends, Fashion Changes

In the opinion of the Student Council, when apparel changes, due to fashion and/or current trends, that might be in conflict with any of the attire restrictions, they may petition the Board of Education via the Principal and Superintendent to have the particular item approved. Such a request must be made before the beginning of the school year.

Physical Education Dress - Grades K-8

- Attire must be appropriate for physical education activities and non-restrictive
- Footwear is limited to sneakers only
- Sweatshirts and sweatpants are acceptable, especially during the fall and spring, when students are outdoors
- Any ornamental accessories, jewelry (including earrings) are prohibited.

Physical Education Dress - Grades 7-12

- Attire must be appropriate for physical education activities and non-restrictive
- Students must wear the following attire: white, black, orange or gray T-shirt, shorts, sweats. Sweatpants and sweatshirts are recommended for outdoor activities. Clothing must be free of any logos, team names, etc. except for the school's name.
- Hasbrouck Heights Athletic Department issued clothing is not acceptable
- Footwear is limited to sneakers only
- Any ornamental accessories, jewelry (including earrings) are prohibited
- Apparel which is used for physical education classes may not be worn in regular academic classrooms including art, music or industrial art classes Dress & Grooming

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Enforcement

1. Staff members will report perceived violations of the dress code to the Building Principal, or his/her designee, who will interpret and apply the code.
2. Pupils who publicly represent the school or a school or a school organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity. Pupils unwilling to comply with this requirement will disqualify themselves from participation.
3. Pupils will not be permitted to attend a school-related function, such as a field trip, after-school activity unless they are attired and groomed in accordance with this dress code.

When in the judgment of a principal or his/her designee, the student's appearance or mode of dress disrupts the educational process, or constitutes a threat to health and safety, the student may be required to make modifications.

Consequences For Non-Compliance - see code of conduct

~~Walkman, radios, CD players, electronic games, cell phones or any unauthorized audio equipment, hats/bandanas/sweat and head bands/hood/sunglasses that are not being used for classroom instruction or other purposes relating to approved school activities either during class time or in extracurricular or athletic activities (i.e., performance on stage, etc. or interviews for journalism):~~

- ~~Confiscation of article~~
- ~~1 day central detention~~
- ~~Article returned upon successful completion of detention~~

~~Clothing:~~

- ~~Removal from class until properly attired.~~
- ~~1 day central detention~~

~~Note: Repeated non compliance of the policy. Consequences will be more extensive as determined by school administration and code of conduct.~~

~~The principal or his/her designee is responsible for determining the appropriateness of a pupil's attire. If a pupil is determined to be in violation of the board policy on dress and grooming, his/her parent/guardian will be called and the pupil will be sent home to change. If it is not feasible to send the pupil home, he/she will be in school and excluded from attending classes for the remainder of the session or until appropriate attire can be brought to the school. The pupil must report to the principal or his/her designee at the beginning of the next session prior to readmission. Any time lost due to the violation of this policy will count as an unexcused absence.~~

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Date: May 22, 1990

Revised: February 15, 2006

Revised: September 28, 2006

Revised: February 17, 2011

Revised: June 21, 2012

Revised (First Reading): July 24, 2014

Revised (Second Reading): August 6, 2014

PUPIL DISCIPLINE/CODE OF CONDUCT

A. Purpose

The purpose of these regulations is to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of pupils;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of pupil problem behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the pupil discipline/code of conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the pupil offenders, and pupils' histories of inappropriate behaviors.

B. Rules of Conduct

1. All pupils are bound by law, policies of the Board of Education, and the administrative regulations of this school district.
2. In addition, pupils shall not:
 - a. Be insubordinate to teachers or other school staff members or disregard their instructions or demonstrate lack of respect for their authority;
 - b. Create disorder or disruptions on school premises;
 - c. Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school;
 - d. Steal, damage, or deface the property of other pupils, staff members, or the district;
 - e. Engage in the sexual and/or other harassment of pupils or staff members;
 - f. Violate codes of conduct adopted for organizations of pupils;
 - g. Possess or use weapons or any implement intended to harm others;
 - h. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
 - i. Convey information about other pupils or staff members known to be false;
 - j. Act so recklessly as to endanger the safety of others;
 - k. Procure the property of others by threat or intimidation;
 - l. Enter school premises or any specific portion of the premises without permission and without authority;
 - m. Vandalize school property, real or personal;
 - n. Create litter on school property;
 - o. Be truant from school or class;
 - p. Cheat or otherwise engage in academic dishonesty;
 - q. Persistently refuse to complete homework and other assignments;
 - r. Engage in illegal gambling;
 - s. Smoke on school property;
 - t. Falsify an excuse or any school document;
 - u. Set fire to or cause a fire in any way on school premises;
 - v. Possess or explode a firecracker or other explosive device on school premises;
 - w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;
 - x. Possess, use, or distribute a substance in violation of Policy No. 5530;

- y. Join a secret society prohibited by law;
- z. Commit an act of harassment, intimidation, or bullying; or
- aa. Engage in any other activity expressly prohibited by a school staff member in authority.

3. Pupils assigned to a school bus must obey all school rules, and
 - a. Show respect for the driver at all times;
 - b. Enter and leave the bus in an orderly manner;
 - c. Ride only the bus to which they have been assigned;
 - d. Be and remain seated while the bus is in motion;
 - e. Avoid reckless and boisterous activity at all times, including during waits at pickup points;
 - f. Talk in a reasonable tone of voice and avoid loud noises;
 - g. Extend no portion of the body or other object out a bus window;
 - h. Keep aisles clear at all times;
 - i. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
 - j. Refrain from smoking, eating, and drinking on the bus; and
 - k. Possess, use, or distribute no substance in violation of Policy No. 5530.
4. The Building Principal or designee has the right to impose a consequence on a pupil for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 6A:16-7.3, or 6A:16-7.5.

C. Disciplinary Measures

The following disciplinary measures may be applied as appropriate to the pupil's violation of school rules. The measures are sequential and are organized in order of severity.

1. Admonishment
A school staff member in authority may admonish the pupil for his/her unacceptable conduct and warn the pupil that additional misconduct may warrant a more severe penalty.
2. Temporary Removal from Classroom
 - a. The classroom teacher may direct the pupil to report to the office of the administrator in charge of pupil discipline.
 - b. The teacher will complete a form that indicates the pupil's name, homeroom, and the conduct that has caused the pupil's removal from the room.
 - c. The administrator in charge of discipline will interview the pupil and determine which, if any, additional disciplinary steps are indicated.
3. Deprivation of Privileges
The pupil may be deprived of the privilege of:
 - a. Moving freely about the school building,
 - b. Participation in co-curricular or inter/intrascholastic activities,
 - c. Attendance at a school-related social or sport activity,
 - d. Participation in a graduation ceremony, Senior Week Activity
 - e. Participation in open senior lunch or activity privileges
 - f. Transportation by school bus, or
 - g. Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy 5600 and N.J.A.C. 6A:16-7.1 et seq.

4. Detention
 - a. The pupil may be required to report before or after the school day to detention for a period of supervised study.
 - b. Transportation will be the responsibility of the parent/guardian.
 - c. The pupil may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.
5. Grading

A pupil who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (paragraph B.2.p. and paragraph B.2.q.) may suffer a reduced grade by virtue of the disqualified work. In no other instance may a pupil's grade be lowered as a direct penalty for misconduct.
6. In-school Suspension
 - a. The pupil may be removed from his/her regular classes and required to report to an in-school suspension program for supervised study.
 - b. In-school suspension is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.
7. Suspension from School
 - a. The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3, and Policy 5610.
 - b. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Policy and Regulation 5610.
8. Expulsion
 - a. The Board may expel a general education pupil from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.5, and Policy 5620.
 - b. Expulsion is an extremely serious disciplinary measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Policies 5610 and 5620.

D. Remedial Measures

The following remedial measures may be taken to aid in correcting pupil conduct and to ensure that the pupil is properly placed in an appropriate educational environment and is not in need of special education and/or related services.

1. Restitution and Restoration
 - a. The pupil may be required, to:
 - (1) Make restitution, in kind or cost or labor, for any loss he/she has caused; or
 - (2) Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.
 - b. A pupil who refuses to make restitution or restoration as directed may be disciplined by one or more of the measures included at paragraph C.
2. Counseling
 - a. The pupil may be required to consult with school guidance counselors or student assistance counselor (SAC) or child study team (CST) member to determine the causes of his/her misconduct and to assess whether the child poses a risk to self or to others in the school or community or to see if there is the need for a change in educational placement.

- b. The counselor will explain:
 - (1) Why the pupil's conduct is unacceptable to the school and damaging to the pupil,
 - (2) What the consequences of continued misconduct are likely to be, and
 - (3) Appropriate alternate behaviors.
 - (4) Assess the risk of the child to self or others. If the SAC or CST member believes the child may be a risk to self or others in any way, the SAC or CST may recommend to the Superintendent, Principal or Principal's designee that the parent/guardian have the student examined by the student's doctor, or a psychologist or psychologist, and provide a medical note from the examining provider that the student may return to school. This evaluation from the doctor, psychologist, or psychiatrist will be at the expense of the parent/guardian, unless the child receives free/reduced lunch assistance, for which the superintendent may authorize the district to cover the cost of the evaluation.
- c. The counselor may refer the pupil, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to:
 - (1) The Child Study Team,
 - (2) Intervention and Referral Team,
 - (3) A public or private social agency, or
 - (4) A legal agency.

3. Parent Conferences

The pupil may be required to attend a meeting with his/her parent(s) and appropriate staff members to discuss the causes of the pupil's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

4. Alternate Educational Program

The pupil may be assigned to an alternate educational program as recommended by the pupil's guidance counselor, classroom teacher, Child Study Team, and/or Principal, or as designated by the evaluation of a licensed medical professional, including doctor, psychologist, or psychiatrist.

E. Consequences and Remedial Measures for Acts of Harassment, Intimidation, or Bullying

1. Consequences

Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil, and the pupil's history of problem behaviors and performance.

- a. The consequences may include, but are not limited to, the examples listed below:
 - (1) Admonishment;
 - (2) Temporary removal from the classroom;
 - (3) Deprivation of privileges;
 - (4) Classroom or administrative detention;
 - (5) Referral to disciplinarian;
 - (6) In-school suspension during the school week or the weekend;
 - (7) After-school programs;
 - (8) Out-of-school suspension (short-term or long-term);
 - (9) Reports to law enforcement or other legal action;
 - (10) Expulsion; and
 - (11) Participating in school district-sponsored programs.

2. Remedial Measures

Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

F. Consequences and Remedial Measures for Acts or Incidents of Dating Violence at School

Consequences and remedial measures specific to acts or incidents of dating violence at school shall be used to address the act or incident and to serve as remediation, intervention, education, and prevention for all individuals involved. Responses shall be tiered with consideration given to the seriousness and number of previous occurrences of acts or incidents in which the victim and aggressor have been involved.

1. Consequences

a. Consequences may include, but are not limited to, the following:

- (1) Admonishment;
- (2) Temporary removal from the classroom;
- (3) Classroom or administrative detention;
- (4) In-school suspension;
- (5) Out-of-school suspension;
- (6) Reports to law enforcement; and/or
- (7) Expulsion.

2. Remedial Measures/Interventions

a. Remedial measures/interventions may include, but are not limited to, the following:

- (1) Parent conferences;
- (2) Pupil counseling (all pupils involved in the act or incident);
- (3) Peer support group;
- (4) Corrective instruction or other relevant learning or service experiences;
- (5) Supportive pupil intervention (Intervention and Referral Services - I&RS);
- (6) Behavioral management plan; and/or
- (7) Alternative placements.

G. Chart of Discipline

Below is a listing of pupil behaviors that are subject to pupil discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2. The behaviors include, but are not limited to:

PUPIL DISCIPLINE/CODE OF CONDUCT – GRADES 6-12

- Students are expected to follow directions of administrators, teachers and other staff members.
- Students are expected to display that type of behavior, which contributes positively to the overall atmosphere of the school.
- Students are expected to demonstrate respect for staff and other students.
- Students are expected to attend school free of alcohol or illegal drugs.
- Students are expected not to be in possession of or sell alcohol or drugs.
- Students are expected to respect all personal and school property.
- Students are expected to conform to dress code policy.

This list represents the minimum actions to be taken. Penalties may vary according to the severity and frequency of the offenses. Any offenses not listed here shall be dealt with on an individual basis. Age, grade, maturity, and intellectual ability play a major role in student behavior. Every discipline problem is dealt with on a case by case basis, allowing for due process. Due process plays an important role of each infraction and may determine a different outcome other than the pre-determined consequences listed below. Clearance from a medical professional may be required before a child is able to return to school as dictated above.

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
<u>Disruptive Behavior</u> (Policy #5600)	1 st offense	Teacher handles /possible teacher det.	Teacher should contact parent.
	2 nd offense	WARNING Meeting with VP and teacher possible	Student's schedules may be changed administratively due to chronic disruption.
	3 rd offense	Detention	
	4 th offense	Saturday School VP. /Parent teacher Conf.	
	Subsequent	ISS or OSS	
<u>Eating/Drinking in</u> <u>Other than Cafeteria</u>	1 st offense	Teacher Issued Warning	
	2 nd offense	Central Detention	
	3 rd offense	Saturday School	
<u>Littering on School</u> <u>Property</u>	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	2 detention	
<u>Offensive language/</u> <u>Written/Gestures/Defamation of</u> <u>cultural, racial or religious group</u>	1 st offense	Warning	<u>Actions can be</u> <u>upgraded depending on</u> <u>severity of the gesture</u>
	2 nd offense	Detention	
	3 rd offense	Detention/Parent Conf.	
<u>Tardy for school</u> (policy # 5110)	1 st thru 3 rd	Excused	Parents notified
	4 th Offense	Detention	
	5 th Offense	2 Detention	
	6 th Offense	3 Detention	
	7 th Offense	4 Detention	
	8 th -11 th Offense	Saturday School	
	12 th -20 th Offense	Saturday School and Loss of School privileges (trips/open lunch for seniors/ etc.) Saturday School	
	Over 20	Loss of credit for class	
<u>Harassment/Intimidation/Bullying (HIB)</u> (policy #5512)		As indicated in policy	
Cutting Administrative Detention	1 st Offense	2 Detention	
	2 nd Offense	Saturday School	
	Subsequent	ISS/OSS	

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STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Out of Class Without Pass	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Detention	
Disorderly Behavior in Cafeteria	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	2 Detention	
	Subsequent	Saturday school/ ISS or OSS	
Disrespect to School Personnel	1 st offense	Saturday School/ Parent notified	
	2 nd offense	2 Saturday School/ Parent notified	
	Subsequent	ISS or OSS	
Excessive Display of Affection	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Detention Saturday School/ISS	
Forging any Official Document	1 st offense	1 Day Out-School Suspension	
	2 nd offense	2 Days Out-School Suspension	
	3 rd offense	3 Days Out-School Suspension	
Gambling/Card Playing	1 st offense	Warning	
	2 nd offense	Detention	
	3 rd offense	Saturday School	
Inappropriate Behavior at School Program	1 st offense	Saturday School	
	2 nd offense	2 Saturday School	
	3 rd offense	ISS /OSS	
Loitering or Trespassing on School Grounds While Absent/Suspended	1 st offense	1 Saturday School	
	2 nd offense	2 Saturday School	
	3 rd offense	OSS	

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STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Refusal to Hand Over Unauthorized Device to School Personal /Electronics /cell phone (High School only)	1 st offense	Detention	Student can pick up after detention.
	2 nd offense	2 Detention /parent notified.	
	3 rd offense	Saturday School	
Cell Phones/Electronics Use in Middle School <i>No MS student is allowed to use cell phones at any time; cell phones must be put away and remain unseen until student leaves the building. In case of emergencies, students must seek help from a teacher and from main office.</i>	1 st offense	Warning	
	2 nd offense	Call Home/Detention	
	3 rd offense	Saturday school; parent must pick up phone	

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Insubordination	1 st offense	Detention	
	2 nd offense	Saturday School	
	3 rd offense	ISS/OSS	
Bias Incidents (Sexual Harassment, Racial/Ethnic Slurs)	1 st offense	Saturday School and Counseling	
	2 nd offense	2 Days ISS or OSS and Counseling	
Truancy for a school day (Policy #5110)	1 st offense	2 Saturday schools "0" grade per class 1 cut for each class	Police notified Can be referred to Municipal Court.
	2 nd offense	Denial of credit after / ISS	
Destruction of Property/Stealing/ Arson/False Alarm (Policy #5131.5)	1 st offense	5 Days OSS & Restitution for Damages	Police called & parent notified. Possible charges
	2 nd Subsequent	10 Days OSS & Restitution for Damages	
Possession/Distribution of Hate Material	1 st offense	2 Days OSS	Parent notified and police contacted. Possible charges. <u>Restoration</u>
Vandalism	1 st offense	1-2 Days OSS	
	2 nd offense	2-4 Days OSS	
Verbally Threatening a Staff Member (policy #5131.5)	1 st offense	3 Days OSS & Parent Conference	Student may be sent to S.A.P. program. Police may be notified
	2 nd offense	10 Days OSS & Parent Conference	
Fighting	Any Offense	ISS/OSS 1-3 days (or more depending on severity) Parent/Police notified Peer mediation Conflict Resolution Police charges may be	If definite self-defense is proven, only the instigator may be punished. S.A.P. may be set up for student to attend.

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STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Attire Gang Related in Nature	Any Offense	Discretion of Administration, Paraphernalia confiscated	
Possession of CDS (policy #5131.6)	1 st Offense	Indefinite suspended pending assessment & Referral to S.A.C.	Referral to S.A. C.
	2 nd Offense	10 Days OSS &	
Sale & Distribution of CDS (policy #5131.6)	Any Offense	May include: 10 Day OSS/Expulsion Meet with S.A.C. Referral to Community Agency Referral to CST Police notification	Seller of drugs and/or controlled dangerous substances while on school property or at school sponsored events, are to be suspended immediately pending an expulsion hearing.
Use of Controlled Substance/Possession/Alcohol (policy #5131.6)	1 st Offense	Suspended pending assessment & Referral to S.A.C.	
	2 nd Offense	10 Days OSS & Referral to S.A.C	
Dress Code Violation (Making appropriate changes may require students to leave school with parental consent) (policy #5132)	All	Removal from class until change of clothes is available Parent may be notified	Any time lost due to the violation of this policy, will count as an unexcused absence for the class being missed.
	1 st Offense	Detention	
	2 nd Offense	Detention	
	3 rd Offense	Saturday School	
Late to Class	1 st Offense	Teacher handles	
	2 nd Offense	Teacher detention	
	2 nd 3 rd Offense	Central Detention	
Smoking, Tobacco, E-Cigarettes	1 st Offense	Saturday School	Police may be notified.
	2 nd Offense	2 Saturday Schools	
	3 rd Offense	4 Saturday Schools	
Cutting Class/Leaving School Grounds (policy # 5110)	1 st Offense	2-3 Detentions for each cut	If student behavior disrupts the learning process after being denied credit, the student may be removed. S.A.P. may be set up for student to attend.
	2 nd Offense	Saturday Schools	
	3 rd Offense	ISS & Denial of Credit	
Weapons/Firearms/Zero Tolerance (policy # 5131.7)	Any Offense	Up to 10 Days OSS Parents notified Police complaint filed	Police charges may be filed. Possible S.A.P.

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Misuse of computers or any electronic devices/social Media	Any Offense	1 to 10 Days ISS/OSS	Discipline based on the severity of the infraction Parent notified Possible Police notification
Inappropriate physical contact	1 st 2 nd 3 rd	Saturday School 2 Saturday Schools 2 OSS	Parent notified
Theft/Stealing	1 st 2 nd	1 to 5 days ISS/OSS 1-10 days ISS/OSS	Parent notified Restitution Possible Police notification
Extortion	1 st 2 nd	2 OSS 3 OSS	Parent notified Restitution Police Notified
Cheating	Any Offense	"0" grade for work	Parent notified by teacher
Failure to report to activity period	1 st Offense 2 nd Offense 3 rd Offense 4 th Offense	Detention Detention Detention Saturday School	Schedule change
Dating Violence at School	All incidents	Immediate separation of students involved Students escorted to Office Interview students involved Investigate and speak to witnesses Set up meeting with SAC	Parent notified At the discretion of the Administration, depending on the severity of the incident consequences may include but are not limited to: Change in schedule Counseling Psychological Evaluation Behavior Plan I & RS Plan Alternative Placement

PRE-K – 5
PUPIL DISCIPLINE/CODE OF CONDUCT

- Students are expected to follow directions of administrators, teachers and other staff members.
- Students are expected to display that type of behavior, which contributes positively to the overall atmosphere of the school.
- Students are expected to demonstrate respect for staff and other students.
- Students are expected to attend school free of alcohol or illegal drugs.
- Students are expected not to be in possession of or sell alcohol or drugs.
- Students are expected to respect all personal and school property.
- Students are expected to conform to dress code policy.
- Detention is a consequence issued by the Principal for grades 3, 4 & 5 ONLY.
- Any act not listed in this "Infraction Grid" will be handled at the discretion of the Principal.

This list represents the minimum actions to be taken. Penalties may vary according to the severity and frequency of the offenses. Any offenses not listed here shall be dealt with on an individual basis. Age, grade, maturity, and intellectual ability play a major role in student behavior. Every discipline problem is dealt with on a case by case basis, allowing for due process. Due process plays an important role of each infraction and may determine a different outcome other than the pre-determined consequences listed below. Clearance from a medical professional may be required before a child is able to return to school as dictated above.

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Disruptive Behavior (Policy #5600)	1 st offense	Teacher warning	Subsequent offense may include: ISS/OSS or Alternative Placement
	2 nd offense	Teacher must notify parent	
	3 rd offense	Referral to the Principal/Parent Notification	
	4 th offense	Referral to the Principal/ Parent Notification/Principal's Detention	
	5 th offense	Referral to the Principal/Principal's Detention/Parent Conference	
Littering on School Property	1 st offense	Referral to the Principal/Warning	
	2 nd offense	Referral to the Principal/Parent Notification	

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
	3 rd offense	Referral to the Principal/ Parent Notification/Principal's Detention	
Offensive Language/Written/Gestures	1 st offense	Referral to the Principal/Parent Notification	Subsequent offense may include: Referral to the Guidance Counselor
	2 nd offense	Referral to the Principal/ Parent Notification/Principal's Detention	
	3 rd offense	Referral to the Principal/Principal's Detention/Parent Conference	
Inappropriate Physical Contact	1 st offense	Referral to the Principal/Parent Notification	Subsequent offense may include: Referral to the Guidance Counselor
	2 nd offense	Referral to the Principal/ Parent Notification/Principal's Detention	
	3 rd offense	Referral to the Principal/Principal's Detention/Parent Conference	
Insubordination - Refusal to Hand Over Unauthorized Device to School Personal /Electronics /cell phone (policy # 5131.9)	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	
	2 nd offense	Referral to the Principal/Principal's Detention/Parent Conference	
	Subsequent	Referral to the Principal/ISS/Parent Conference	
Forging an Official Document	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	
	2 nd offense	Referral to the Principal/Principal's Detention/Parent Conference	
	3 rd offense	Referral to the Principal/ISS/Parent Conference	

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Theft Personal/School Property	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	Police may be notified at any level of offense
	2 nd offense	Referral to the Principal/Principal's Detention/Parent Conference	
	Subsequent	Referral to the Principal/ISS/Parent Conference	
Destruction of Property/Theft/Arson/False Alarm (Policy #5131.5)	1 st offense	Up to 5 Days OSS & Restitution for Damages	Police Contacted/Parent Notification
	2 nd & Subsequent offense	Up to 10 Days OSS & Restitution for Damages	
Vandalism/Graffiti	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	Police may be notified at any level of offense
	2 nd offense	Referral to the Principal/ISS/Parent Conference	Possible Restitution
Verbally Threatening a Staff Member (policy #5131.5)	1 st offense	Referral to the Principal and Guidance Counselor/ ISS/Parent Conference	Police may be notified at any level of offense
	2 nd offense	Referral to the Principal and Guidance Counselor/ OSS/Parent Conference	Subsequent offense may include: Alternative Placement
Fighting	Any offense	Referral to the Principal and Guidance Counselor/ ISS/Parent Conference	If definitive self-defense is proven, only the instigator may be punished. Police may be notified Subsequent offense may include: OSS or Alternative Placement
Possession of CDS (policy #5131.6)	Any offense	Indefinite suspension pending assessment and Referral to Student Assistance Counselor	Police will be notified Subsequent offense may include: Alternative Placement
Sale & Distribution of CDS (policy #5131.6)	Any offense	May include: 10 Day OSS/Expulsion Referral to Student Assistance Counselor Referral to Community Agency Referral to Child Study Team Police will be notified	Seller of drugs and/or controlled dangerous substances while on school property or at school sponsored events, are to be suspended immediately pending an expulsion hearing.

STUDENT INFRACTION	OFFENSE	ACTION	COMMENTS
Use of Controlled Substance/Possession/Alcohol (policy #5131.6)	1 st offense	Suspension pending assessment and Referral to Student Assistance Counselor	Police will be notified
	2 nd offense	10 Days OSS and Referral to Student Assistance Counselor	Subsequent offense may include: Alternative Placement
Dress Code Violation (Making appropriate changes may require students to leave school with parental consent) (policy #5132)	All	Referral to the Principal/Parent Notification/Removal from class until change of clothes is available	
	1 st offense	Warning	
	Subsequent	Principal's Detention	
Smoking	1 st offense	Referral to the Principal/Parent Notification/Principal's Detention	Police may be notified
	2 nd offense	Referral to the Principal/Principal's Detention/Parent Conference	Possible Referral to the Student Assistance Counselor
	3 rd offense	Referral to the Principal/ISS/Parent Conference	
Leaving School Grounds without Permission	Any offense	Police will be notified Referral to the Principal/ISS/Parent Conference	Subsequent offense may include: Alternative Placement
Weapons/Firearms/Zero Tolerance (policy # 5131.7)	Any offense	Up to 10 Days OSS/ Parents Notification/ Police complaint filed	Police charges may be filed. Possible Alternative Placement
Tardy for school (policy # 5110)		Please refer to the Elementary School K-5 Absences and Excuses section above	Referral to the Intervention and Referral Services Committee
Cutting Detention	1 st offense	Referral to the Principal/Parent Notification/2 Principal's Detentions	Subsequent offense may include: ISS and/or OSS
	2 nd offense	Referral to the Principal/2 Principal's Detention/Parent Conference	
Harassment/Intimidation/Bullying (HIB) (policy #5512)		As indicated in policy	

H. Disciplinary Procedures

1. The Pupil Discipline/Code of Conduct Policy and Regulation 5600 shall be disseminated annually to all school staff, pupils, and parent(s). Principals will distribute these documents to all pupils on the first day of each school year and to transferring pupils on the first day of their enrollment in this district.
2. Teachers and administrators in charge of pupil discipline shall make every effort to administer these rules consistently and fairly.
3. The staff member who disciplines a pupil for conduct shall, however minimal the offense or the discipline,
 - a. Orally inform the pupil of the conduct for which he/she is being disciplined; and
 - b. Offer the pupil an opportunity to deny the charge or to present extenuating circumstances.
4. Where the discipline is greater than an admonishment, the pupil's parent(s) or legal guardian(s) will be notified of the offense and of the discipline imposed and will be offered an opportunity to confer with the Principal.
5. Where the offense is serious and the discipline greater than detention, every effort will be made to notify the parent(s) prior to the informal hearing conducted in accordance with paragraph F.3.
6. An in-school suspension, suspension from school, or expulsion will be conducted in strict accordance with law and Policies 5610 and 5620.
7. Violations of the rules regarding pupil conduct on school buses will be handled as follows.
 - a. The driver will report the offensive conduct to the Principal of the school in which the pupil is enrolled by submission of a completed written form that includes the name of the pupil, the school, and the specific offensive conduct.
 - b. The parent(s) or legal guardian(s) will be notified, by copy of the form, of the pupil's conduct.
 - c. The Principal or designee will determine the discipline to be administered, in accordance with the severity of the infraction. In general, when the offense is not severe:
 - (1) On the first notice of misconduct, the pupil will be counseled, the parent(s) or legal guardian(s) notified, and the pupil suspended from the bus for one school day(s);

- (2) On the second notice of misconduct, the pupil and parent(s) or legal guardian(s) will attend a conference, and the pupil will be suspended from the bus for two school days; and
 - (3) On the third notice of misconduct, the Principal will confer with the parent(s) or legal guardian(s) and the pupil will be suspended from the bus for a period not less than three school days or more than one semester or the balance of the school year, whichever is less.
- d. When the misconduct is severe, the pupil may be summarily suspended from the bus pending a conference with the parent(s) or legal guardian(s) and further disciplinary action.

I. Pupils with Disabilities

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

J. Pupil Rights

Pupils subject to the consequences of the Pupil Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports pupils' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of pupils' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3; and
7. Protections pursuant to 20 U.S.C. § 1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. § 1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6:3-6, Pupil Records; 45 CFR § 160, Health Insurance Portability and Accountability Act; 20 U.S.C. § 6301, Title IV(A)IV § 4155 of the Elementary and

Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of pupil alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student Records; as well as other existing Federal and State laws pertaining to pupil protections.

K. Records

1. Instances of pupil discipline will be recorded in the pupil's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy No. 8330.
2. When a pupil transfers to a public school district from another public school district, all information in the pupil's record related to disciplinary actions taken against the pupil by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, disclosure of juvenile information; penalties for disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), N.J.A.C. 6A:32-7.5(e)10.iv., and N.J.A.C. 6A:16-7.10.
 - a. The record shall be provided within two weeks of the date that the pupil enrolls in the receiving district.
 - b. Written consent of the parent or adult pupil shall not be required as a condition of the transfer of this information, however, written notice of the transfer shall be provided to the parent or the adult pupil.
 - c. When a pupil transfers to a private school, which includes all sectarian or nonsectarian nonprofit institutional day or residential schools that provide education for pupils placed by their parents and that are controlled by other than public authority, all pupil disciplinary records, with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner as such records would be provided by a public school district of residence to another public school district, pursuant to N.J.A.C. 6A:16-7.10(b).
 - d. The Board shall not use a pupil's past offenses on record to discriminate against that pupil.

- e. All pupil disciplinary records maintained in the district shall conform with the requirements set forth in N.J.A.C. 6A:16-7.10(d).

L. Annual Report

The Superintendent of Schools shall report annually on the implementation of the Pupil Discipline/Code of Conduct Policy to the Board at a public meeting. The annual summary shall contain, at a minimum:

1. A numerical inventory of all violations of the pupil behavioral expectations in the Pupil Discipline/Code of Conduct Policy and Regulation;
2. Associated school responses to the violations of the pupil behavioral expectations;
3. An explanation and evidence of the effectiveness of the Pupil Discipline/Code of Conduct Policy and Regulation. The explanation and evidence, at a minimum, shall address:
 - a. The degree of effectiveness of the school district's activities in achieving the purposes of the Pupil Discipline/Code of Conduct Policy and Regulation, pursuant to the purposes as outlined in A. above; and
 - b. The degree and effectiveness of the implementation of the contents of the Pupil Discipline/Code of Conduct Policy and Regulation.
4. Any proposed changes to the school district's current policies, procedures, programs or initiatives, based on the annual report.

Revised: December 12, 2013

Revised (First Reading): July 24, 2014

Revised (Second Reading): August 6, 2014

HASBROUCK HEIGHTS BOARD OF EDUCATION

Hasbrouck Heights, New Jersey 07604

File Code: 6146

Policy

GRADUATION REQUIREMENTS/EARLY GRADUATION

In order to be graduated from the Hasbrouck Heights District high school, and receive a state-endorsed board of education diploma, a pupil must:

- A. Meet both state and district proficiency standards in reading, writing and mathematics; achieve or exceed passing grade on the state required New Jersey Department of Education Assessment Test.
- B. Complete successfully the course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met;
- C. Select and complete successfully enough elective credits to meet the district minimum of 130 credits.

Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer pupils must meet all state and local requirements in order to receive a Hasbrouck Heights diploma.

The superintendent shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the state or district proficiency requirements in reading, writing and mathematics. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Commencement Exercises – Participation in Commencement Exercises

Pupils will be excluded from participation in Commencement (Graduation) Exercises when they fail to:

Successfully complete enough credits to meet the district minimum of 130 credits.

Successfully complete a State-mandated course (Physical Education, English, etc.)

Successfully complete Community Service requirements that are established by the Superintendent of Schools.

Demonstrate the ability to participate in the ceremony due to prior behavioral issues that would impede the ceremony.

Be in attendance during the day of the ceremony.

Basic Skills

~~If, despite required remediation efforts in lower grades, a pupil fails to pass the ninth grade test, an ISIP (individual student improvement plan) shall be developed and implemented for him/her. A pupil who does not pass the ninth grade test by the end of the 11th grade shall be evaluated according to provisions of the administrative code.~~

Twelfth-grade pupils who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

Pupils with Limited English Proficiency

Pupils with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

Special Education Pupils

A handicapped pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the superintendent. An exemption from the state required assessment HSPT shall be granted if a pupil would be adversely affected by taking the required state assessment test; an exemption from the proficiencies and the HSPT shall be granted if the pupil's IEP does not include the proficiencies measured by the test.

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GRADUATION REQUIREMENTS/EARLY GRADUATION (continued)

By June 30 of a handicapped pupil's last year in the ~~Middle School Program elementary program~~, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

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The basic plan of the IEP for the pupil exiting the ~~Middle School Program elementary program~~ will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including ~~HSPT required state assessments~~, along with the rationale for the exemptions. The exemptions must be approved in writing by the superintendent.

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Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Proficiency

In consultation with appropriate professional staff, the superintendent shall develop and present to the board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school. The subject matter and standards of proficiency shall be articulated with the district's ~~Middle Schools elementary schools and with sending Middle School elementary districts~~.

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In accordance with law, the board of education shall have copies of this policy distributed to all ninth-grade (or otherwise entering) pupils and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to pupils on registering for the course.

The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

Early Graduation

Pupils who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

Reporting and Monitoring

The superintendent shall include in the annual report to the commissioner:

- A. The number of state-endorsed diplomas granted under regular provisions;
- B. The number of state-endorsed diplomas granted under special education provisions;
- C. The number of state-endorsed diplomas granted under basic skills alternate procedures;
- D. The number of diplomas denied under basic skills alternate procedures;
- E. The number of diplomas denied due to failure to attain locally established proficiencies and standards;
- F. The number of dropouts by grade level.

This information shall be reported to the board at a public meeting prior to the date prescribed by law.

The board shall review this policy annually and shall adopt all regulations required by law.

Legal References: N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study

File Code: 6146 GRADUATION REQUIREMENTS/EARLY GRADUATION (continued)

N.J.S.A. 18A:7A-5 Major elements; guidelines
N.J.S.A. 18A:7C-2, -5 Boards of education; establishment of standards
N.J.S.A. 18A:35 Curriculum and courses
N.J.S.A. 18A:36-17 Credit of seniors in active military and naval service, etc.
N.J.A.C. 6:8-1.1 Words and phrases defined
N.J.A.C. 6:8-4.3(a)3i Evaluation of elements and standards (curriculum and instruction)
N.J.A.C. 6:8-4.3(a)7ii, 7iii Evaluation of elements and standards (mandated programs)
N.J.A.C. 6:8-4.3(a)8i Evaluation of elements and standards (mandated basic skills test)
N.J.A.C. 6:8-4.3(a)10ii Evaluation of elements and standards (financial)
N.J.A.C. 6:8-4.6 Failure of a certified district to meet the state mandated HSPT standards
N.J.A.C. 6:8-6.3(a)1iii State compensatory education preventive and remedial programs
N.J.A.C. 6:8-7.1 Promotion, remediation and graduation procedures
N.J.A.C. 6:27-1.3(b) Curriculum
N.J.A.C. 6:28-3.6(e)5iv, 5v, 5vi; (j)2 Individualized education program
N.J.A.C. 6:28-4.4 Diplomas and graduation
N.J.A.C. 6:30-4.8 Graduation
N.J.A.C. 6:31-1.4(a)1 Programs for English proficiency
N.J.A.C. 6:39-1.5(a) Exclusion of pupils

New Jersey State Board of Education Resolution, March 3, 1984, strengthens graduation requirements for pupils with limited English proficiency.

New Jersey State Board of Education Resolution, April 2, 1986, puts off full effect of new graduation requirements for pupils with limited English proficiency until spring of 1989.

New Jersey State Board of Education Resolution, January 6, 1988, requires all school districts having an eighth grade to report to the public the ninth grade HSPT results of their former eighth graders by schools.

Manual for the Evaluation of Local School Districts (P.T.M. No. 700.7, revised July 1988)

Cross References: 1120 Board of education meetings

5113 Absences and excuses
5120.1 Needs assessment of individual pupils
5123 Promotion/retention
6000/6010 Concepts and roles in instruction; goals and objectives

File Code: 6146

GRADUATION REQUIREMENTS/EARLY GRADUATION (continued)

6140 Curriculum adoption
6141.3 English as a second language; bilingual/bicultural
6142 Subject fields
6142.6 Basic skills
6147 Standards of proficiency
6154 Homework/makeup work
6171.4 Handicapped
6200 Adult/community education

Date: July 25, 2002

Revised: August 23, 2007

Revised (First Reading): July 24, 2014

Revised (Second Reading): August 6, 2014

HASBROUCK HEIGHTS PUBLIC SCHOOLS

Hasbrouck Heights, New Jersey 07604

File Code: 6146

Regulation

HASBROUCK HEIGHTS PUBLIC SCHOOLS GRADUATION-REQUIREMENTS

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of district goals and objectives as well as personal proficiency by the award of a diploma at fitting graduation ceremonies.

The Board shall award a regular high school diploma to every student enrolled in this district who meets the requirements for graduation established by this Board and approved by the State Board of Education. There shall be only one diploma awarded by this district and no distinction shall be made between various programs of instruction.

In order to graduate, a high school student must successfully pass all NJ required state assessments, is mandated; or follow the requirements of an Individualized Education Program (IEP). A minimum total of 130 credits is required for graduation. All students must also meet the requirements of the attendance policy. All students must complete the following basic course requirements and may select any suitable electives to complete the New Jersey Department of Education requirements for graduation:

Minimum Required Credits (120 hours of instruction per 5 credit course):

- 20 credits of Language Arts
- 5 credits of World History
- 10 credits of United States History
- 20 credits of Mathematics including Algebra 1, Geometry, and other math courses that prepare students for 21st century careers (i.e., Algebra 2, Pre-Calculus, Statistics.)
- 15 credits of Lab Science including Biology, and Chemistry, Physics, or Environmental Science, and one other lab- or inquiry-based Science.
- 5 credits of World Languages (Note that 10 credits of a World Language is strongly recommended for acceptance by most 4 year colleges.)
- 2.5 credits in Financial, Economic, Business Literacy
- 5 credits in 21st Century Career or Career-Technical Elective
- 15 credits in Physical Education/Health, mandatory during each year of enrollment
- 5 credits in Fine/Performing Arts
- 20 credits Elective Courses
- 40Hours of Community Service
- Technology Literacy Instruction (Integrated throughout curriculum)

Students in grades 9 through 12 are defined by the number of credits they have earned each school year.

Grade 9 Student = Student with 0 to 34

Grade 10 Student = Student with 35 to 69

Grade 11 Student = Student with 70 to 104

Grade 12 Student = Student with 105 credits or more

Students must earn 130 credits to graduate Hasbrouck Heights High School.

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NOTE: An alternative program to the traditional curriculum requirements has been approved by the NJDOE. This program, identified as Option Two, reflects activities aimed at meeting or exceeding the CCCS through nontraditional in-depth experiences. These activities may be designed for an individual or a group of students.

They can include:

- | | |
|---|-----------------------------------|
| • Interdisciplinary/theme-based programs | • Distance learning |
| • Independent study | • Internships, Externships |
| • Co-curricular or extracurricular activities | • Community service |
| • Magnet programs | • Structured learning experiences |
| • Student exchange programs | |

These activities may occur before the student enters the high school. The district will establish performance or competency assessments to insure the CCCS of New Jersey are at least met or surpassed.

N.J.A.C. 6A: 8-1 (A) 111(3)

Approved: October 28, 2004

Revised: July 20, 2006

Revised: November 30, 2006

Revised: May 5, 2011

Revised (First Reading): July 24, 2014

HASBROUCK HEIGHTS BOARD OF EDUCATION
Hasbrouck Heights, New Jersey 07604 File Code: 6146
Exhibit

GRADUATION REQUIREMENTS/EARLY GRADUATION

Dear Parents/Guardians and Seniors:

The commencement ceremony should be a memorable and joyful experience for each participating senior. It should also be an occasion of pride for our professional staff, our parents/guardians, and our community. To ensure this kind of program, we ask each parent/guardian and senior to read the contents of this letter carefully and to discuss the provisions outlined.

Seniors desiring to participate in the commencement program must return the enclosed form signed by both the senior and his/her parents/guardians before the first commencement rehearsal. Failure to return the attached form is indication that your son/daughter does not wish to participate in the commencement ceremony.

A successful and dignified graduation depends on the cooperation of each participant—the spectators in the audience as well as the graduates. With that cooperation we can assure each parent/guardian and graduate a program that will be both rewarding and enjoyable.

Commencement Standards and Procedures

- A. Graduation is a voluntary program.
- B. All participating seniors must attend and be on time for each scheduled rehearsal. Seniors who are absent from a rehearsal will not be permitted to participate in the ceremony unless the absence is excused by the principal.
- C. All fines and obligations must be met prior to participation in graduation ceremonies.
- D. The academic cap and gown must be worn by each graduate.
- E. Since this is a formal occasion, the following dress standards will be maintained under the gown:
 - 1. Ladies
Skirts and blouses or dresses which do not extend below the gown. Slacks or pant suits may not be worn. White or light colored shoes with a heel are to be worn.
 - 2. Men
Dark trousers (black, blue, or brown), white or light colored shirt with tie; black or brown shoes. Jeans may not be worn.
The footwear for men and women excludes beach wear and sneakers.

F. Because participation in the graduation ceremony is voluntary, any senior who fails to fulfill the dress standards established for the ceremony will not be allowed to participate.

G. Any senior who does not maintain proper standards of conduct during rehearsals and during the evening of graduation will not be allowed to participate in the graduation ceremony.

H. Alcohol and drugs

Any senior who is under the influence of alcohol or drugs, or who is involved in the possession, use, or distribution of alcohol or drugs at school, at graduation practice, or at the ceremony itself, will be liable to the penalty of the policy and will not be allowed to participate in the graduation ceremony.

I. Failure to return the attached form will indicate that your son/daughter does not wish to participate in the commencement ceremony.

We are looking forward to a successful graduation, knowing that we can depend on you, graduates and parents/guardians, for your intelligent support and cooperation.

Sincerely,

Principal

File Code: 6146

GRADUATION REQUIREMENTS/EARLY GRADUATION (continued)

HS Principal:

I have read and discussed your letter with my son/daughter and give my permission to _____ to participate in the ceremony. We agree to support the procedures and standards that have been established for the graduation ceremony. I particularly understand the regulations dealing with alcohol, drugs, conduct, and removal from the ceremony.

Signature of Parent/Guardian

Signature of Parent/Guardian

I understand that my participation in the graduation ceremony is voluntary and depends upon my fulfilling the responsibilities outlined in the letter to seniors and their parents/guardians. I agree to cooperate with all of the procedures and standards established to ensure a pleasant, dignified, and meaningful graduation ceremony. I particularly understand the regulations dealing with alcohol, drugs, conduct and removal from the ceremony.

Signature of Senior

Grading Policy

Elementary School K-5:

The Hasbrouck Heights Board of Education believes that the Elementary School report card should reflect the degree to which a student has mastered the content of the core curricula. As such, it is essential that each individual's grades are calculated and allocated independently of any other student. It is the responsibility of the classroom teacher to utilize multiple assessments to determine a student's degree of mastery regarding the content outlined in the Common Core and New Jersey Core Curricula Content Standards which is the curricula adopted by Hasbrouck Heights School District. Ultimately, the purpose of the Elementary School report card grade is to inform students and parents of the students' attained level of proficiency and mastery of core curricula content.

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General Elements of Grading

A student's grade in any course should reflect that student's skill proficiency and essential understanding of core content curricula at all grade levels. A balanced and regular schedule of formative and summative assessments is necessary to determine each student's skill proficiency and essential understanding of core content curricula standards. Rubrics for projects and some assignments will be provided by teachers in advance so students and/or parents/guardians understand the criteria by which students will be graded (eg., the level of skill proficiency and/or essential understandings required to obtain an "A" or "B" or "C" or the deficiency of skills/essential understandings that constitutes a "D" or "F"). Note that attitude, cooperation, and compliance with classroom rules affect a student's proficiency and essential understandings.

Kindergarten: Grading System

~~Letter-Numerical~~ grades will not be assigned to a student's performance on the report card. Rather, a marking system (detailed below) will be used to rate a student's mastery of (but not limited to) specific academic skills, work habits, and social development. This system is devised to report on a student's attainment of a plethora of skills. It is highly recommended that parents utilize these skills based report cards to assist children at home.

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* Kindergarten Marking System: *Distributed two times per year*

- 1- Independent-Meets expectations, able to work independently
- 2- Progressing-Making good decisions
- 3- Developing-Developing confidence and requiring some support
- 4- Needs-Strengthening-Has difficulty completing tasks
- X- Does not apply at this time

First through Fifth Grade: Grading System

In the core subject areas a report card grade will reflect a student's skill proficiency and essential understanding of core content curricula standards (Common Core and New Jersey Core Curricula Content Standards) as outlined below.

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Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment Formative and Summative assessment and/or assignments* include written and oral quizzes, tests, lab write-ups, essays, reports, projects, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

- Principals and/or principal designees will work with superintendent, special education director, assistant superintendent for curricula and instruction to review the formative and summative assessments and assignments at various grade levels and in courses/electives to determine if the assessments are valid instruments to evaluate skill proficiency and essential understanding as dictated by core curricula content standards.
- Regular assessments are necessary to determine if each student has achieved the instructional objective established by the teacher during lesson planning for each instructional period of the day. Teachers should use at minimum of 6 ~~graded~~ one formative assessment per week and two summative assessments per marking period to gauge student progress in skill proficiency and/or essential understanding of core curricula content standards.

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- In conjunction with the principal, teachers at all grade levels will collaborate to create common formative and summative assessments that will determine if students have attained skill proficiency and essential content understanding as dictated by core curricula content standards. The types of formative and summative assessments must vary at each grade level and according to content areas. For example, teachers in K-3 may

use non-written formative and summative assessments to determine student skill levels. Also, teachers of electives may create project-based formative and summative assignments (with rubrics) to assess student progress.

- A quiz is a formative assessment given in class that measures knowledge and skills pertaining to core curricula content standards and are meant to assist the student in attaining skill proficiency and core content understanding. Assignments completed outside of the classroom cannot be counted as a quiz. A test is a summative assessment that determines in a final and formal manner each student's skill proficiency and essential understanding of core content curricula.
- A balanced and regular schedule of formative and summative assessments including projects, labs, quizzes, tests, reports is required to determine skill proficiency and essential content understanding of core curricula content standards. Teachers should strive to achieve a balance among the types of formative assessments (quizzes, projects, assignments, blogs, drafts, etc.) and summative assessments (tests, reports, performances, culminating activities, portfolio assignments) that best determine students' skill proficiency and essential understanding of content information.
- Teachers at each grade level will work cooperatively to stagger the due dates of formative and summative assessments and assignments including due dates for special projects, reports, and tests.
- No one assessment can count for more than 25%20% of the assessment portion of the grade.

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* First through Fifth Grade Marking System for all subjects: *Distributed four times per year*

A	-	100-94	C+	-	77-79
A-	-	90-93	C	-	74-76
B+	-	87-89	C-	-	70-73
B	-	84-86	D	-	65-69
B-	-	80-83	F	-	55-64
					For first three marking periods < 65
					For marking period 4

Progress reports will be available through GENESIS at the midpoint of each marking period for grades 1-5.

10% Participation: includes factors such as displaying a positive interest in the classroom \ presentation, displayed by active and inquisitive contributions contributing to establishing an academic or working atmosphere in the classrooms, lab, shop paying attention to the contributions of others.

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work.

Homework will be graded on the following percentage system.

- 100 percent for completion or good effort;
- 75 percent for partial or average effort;
- 50 percent for an attempt, but not enough of the assignment is good to show that the student made a sincere effort for completions;
- 0 for no homework or nearly no homework;

For any subject in which no daily homework is traditionally assigned, class participation will be given a weight of 20%.

There will be one grade for participation per course per marking period. All students will start out with 100% and teachers will deduct points accordingly. Teachers will place comments in GENESIS to inform parents why the grade was lowered. Once per marking period, a teacher may grade a homework as a quiz grade in Genesis.

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Citizenship

Dynamics such as effort, amount of progress, levels of participation, and cooperation will be communicated via a separate grade on the report card and therefore, will not be factored into the student's core subject grades. In addition to the above marking system, students will earn letter grades department.

~Citizenship details will be reported using the following system:

- S—Satisfactory
- N—Needs Improvement
- U—Unsatisfactory

Middle School And High School:

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Specific Elements of Grading

Grades for each marking period are to be determined on the basis of attainment (progress), preparation and participation. The following weights are to be given to each of the specific elements of grading.

80% Attainment: Formative and Summative assessment and/or assignments* include written and/or oral quizzes, tests, lab write-ups, reports, projects, papers, etc. Assignments that span more than one marking period shall be graded during the process with the final grade being recorded/considered only in the marking period when due.

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- Principals and/or principal designees will work with superintendent, special education director, assistant superintendent for curricula and instruction to review the formative and summative assessments and assignments at various grade levels and in courses/electives to determine if the assessments are valid instruments to evaluate skill proficiency and essential understanding as dictated by core curricula content standards.
- Regular assessments are necessary to determine if each student has achieved the instructional objective established

by the teacher during lesson planning for each instructional period of the day. Teachers should use at minimum of 6 assessments per marking period, one formative assessment per week and two summative assessments per marking period to gauge student progress in skill proficiency and/or essential understanding of core curricula content standards. Common Assessment will be utilized in all subject areas.

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- In conjunction with the principal, teachers at all grade levels will collaborate to create common formative and summative assessments that will determine if students have attained skill proficiency and essential content understanding as dictated by core curricula content standards. The types of formative and summative assessments must vary at each grade level and according to content areas.
- A quiz is a formative assessment given in class that measures knowledge and skills pertaining to core curricula content standards and are meant to assist the student in attaining skill proficiency and core content understanding. Assignments completed outside of the classroom cannot be counted as a quiz. A test is a summative assessment that determines in a final and formal manner each student's skill proficiency and essential understanding of core content curricula.
- A balanced and regular schedule of formative and summative assessments including projects, labs, quizzes, tests, reports is required to determine skill proficiency and essential content understanding of core curricula.

content standards. Teachers should strive to achieve a balance among the types of formative assessments (quizzes, projects, assignments, blogs, drafts, etc.) and summative assessments (tests, reports, performances, culminating activities, portfolio assignments) that best determine students' skill proficiency and essential understanding of content information.

- Teachers at each grade level will work cooperatively to stagger the due dates of formative and summative assessments and assignments including due dates for special projects, reports, and tests.

- No one assessment can count for more than 20% 25% of the assessment portion of the grade.

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Procedures

- At the mid-point in each marking period, students should have completed a number of formative assessments and summative assessments which will be accurately recorded in GENESIS to reflect each student's skill proficiency and essential understanding of core content curricula standards at that point in the marking period.

- If a student is absent for a summative or formative assessment, the test/quiz should not be "made-up" during the following class period/instructional time. Before/after school is when make-up quizzes or tests should be administered. Students will have up to three school days (or longer as per the teacher and/or principal) to complete missed work or assessments.

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work.

10% Participation: includes factors such as displaying a positive interest in the classroom\ presentation, displayed by active and inquisitive contributions contributing to establishing an academic or working atmosphere in the classrooms, lab, shop paying attention to the contributions of others....

10% Preparation: includes all homework, bringing all necessary materials to class, being ready to participate in class discussions, and exhibiting a knowledge of previously covered work.

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Homework will be graded on the following percentage system.

- 100 percent for completion or good effort;
- 75 percent for partial or average effort;
- 50 percent for an attempt, but not enough of the assignment is good to show that the student made a sincere effort for completions;
- 0 for no homework or nearly no homework;

For any subject in which no daily homework is traditionally assigned, class participation will be given a weight of 20%.

There will be one grade for participation per course per marking period. All students will start out with 100% and teachers will deduct points accordingly. Teachers will place comments in GENESIS to inform parents why the grade was lowered.

Once per marking period, a teacher may grade a homework as a quiz grade in Genesis.

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Numerical Grades:

When calculating numerical grades, only a decimal remainder equal to or greater than .5 will be rounded up. Below is the grading scale used for converting numerical grades to letter grades.

GRADING SCALE

A+ 97 - 100	B+ 87 - 89	C+ 77 - 79	D 65 - 69
A 93 - 96	B 83 - 86	C 73 - 76	F 55-64 For first three marking periods < 64 For marking period 4

Pass/Fail Grading:

Not Applicable. The superintendent in conjunction with the building principal may grant 'pass/fail grading' under extenuating circumstances on a case-by-case basis.

Incomplete Grades:

Must be resolved within two weeks of the end of Marking Period. The principal may grant an "incomplete grade" under extenuating circumstances on a case-by-case basis.

Honor Roll: Criteria

The purpose of these criteria is to further motivate students to work to their academic potential and further reward students for their efforts in earning grades of excellence.

High School

Criteria - The criteria for the three levels of honor roles is as follows:

First Honors: All A's (defined as A+, A, A-)

Second Honors: At least 3 A's (defined as A+, A, A-) and no grade below a B (numeric 83 or higher)

Third Honors: At least 3 B's (numeric 83 or higher and no grade below a B- (numeric 80 or higher)

Middle School

Criteria - The criteria for the two levels of honor roles is as follows:

1. High Honor Roll: A+, A or A- in every subject

2. Honor Roll: At least three (3) A+'s, A's or A-'s and all grades B- or better

Determination of Class Rank 9-12

Rank in class is based upon a student's grade point average (G.P.A.), which is determined by multiplying the quality point equivalent for each grade received by the number of credits for that course. The sum of the quality points divided by the sum of the credits for all courses taken yields the G.P.A. Grading scales are used adding extra weights for courses that are pre-advanced placement or honors, or college level, dual-enrollment, or advanced placement courses, as these courses are more rigorous and academically challenging. See below.

- Only a student who has enrolled in Hasbrouck Heights High School PRIOR TO OR ON November 1 of that student's grade 9 year will be eligible for consideration as valedictorian, salutatorian, and third honors.
- Effective with the 2013-2014 School Year and thereafter, the three students with the highest GPAs will be designated Valedictorian, Salutatorian, and Third Honors, only after the seventh semester and after the release of seventh semester GPA and percentile rank.
- Effective in School Year 2013-2014 and thereafter, no number ranking (1, 2, 3, 4, etc.) will be provided to students and/or their parents/guardians, or staff members.
- Effective in School Year 2013-2014 and thereafter, rank will only be provided to students and their parents/guardians after the seventh semester at Hasbrouck Heights High School, and rank will only be provided in percentages: 10%, 45%, 20%, 25%, 30%, etc. to those students and their parents/guardians within those percentages.
- If a college/university requests a number rank, the guidance counselor will provide that number rank to the admissions office only.
- Under no circumstances will a number rank will be provided to any parent/guardian or student who requests that information, either from principal or administrator or guidance counselor.
- In determining a transfer student's class rank (a transfer student is defined as a student who enters Hasbrouck Heights High School after November 1 of that student's grade 9 year), only courses defined by the New Jersey Department of Education (NJ DoE) course codes from the student's previous school(s) will be considered for GPA and thus for percentile rank. Transfer students are not eligible for valedictorian, salutatorian, or third honors.
- Effective with School Year 2013-2014 and thereafter, students are encouraged to take enrichment or advanced summer or online classes, but these classes will not be counted in the GPA of those students and thus will not be counted to the percentile rank. These summer and online courses will be placed on a student's transcript only if the summer or online courses are approved by the NJ DoE.
- Effective with School Year 2013-2014, credit recovery and/or online credit recovery courses will be used for GPA and thus percentile rank only when the credit recovery summer or online course is mandated by the superintendent, principal, or his/her designee and is approved by the NJ DoE.

Withdrawing From Courses

1. Students experiencing academic difficulty or seeking placement/level change must make an appointment to discuss the issue with their teacher. Parental permission would be required to make that change as well as approval by the department supervisor / administrator.
2. If a course is dropped prior to a first quarter grade, the course will not be reflected on the transcript. After that time, a grade of "W or W/Fail" will be given for that course.
3. If a student is a senior, the quality points and credits for any course dropped after the close of marking period 1 grades will be included in the student's GPA and credit for the course up to the time of withdrawing will be included on the student's transcript. For example: a 5 credit course dropped at the end of marking period 2 will be shown on the student's transcript as 2.5 credits calculated in the GPA using the quality points earned based on

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the student's grade. Additionally, colleges to which the senior has applied will be notified of the change in program by the guidance counselor.

4. If a student is a senior and is requesting a change in course from a higher to lower level course, if the change is recommended by the teacher and counselor, then the student will receive partial credit for the higher level course and partial credit for the lower level course.
5. Students in grades 9, 10, and 11 who meet the criteria for the test taking skills courses are required to remain in the course for the entire school year. The grade and credits from test taking skills courses are included in GPA calculations.
6. No student may enter and be granted credit for a full year course after the start of the 2nd marking period. Exception could be necessitated for transfer students or with administrative approval.
7. No student may enter and be granted credit for a semester course after the 1st or 3rd quarter progress reports have been distributed.
8. All students must take at least 7 courses (or the equivalent if semester courses are involved). Seniors may take fewer than 7 with parental permission. Athletic eligibility must be considered before dropping a course.

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SCHEDULING AND PROGRAM CHANGES

1. Students register for classes in the Spring using a course selection sheet. These forms are signed off by the student and parent/guardian indicating agreement with the schedule. If a student does not return the form, the schedule will be developed by the counselor.
2. No changes in requests will be considered after June 15 except for a change in the course offerings. After the second full week of school in September, students who want to drop an elective will only be permitted to do so only upon parents signed approval; noting that the option may be a study hall with a loss of credits.
3. Prior to, and during the first week of school, scheduling errors are resolved. Schedule changes that will be made are for basic skills placement, adjustments for failures, and summer school results.
4. Change of teacher will not be honored.
5. Students are encouraged to take summer enrichment and/or online courses if the summer school or online courses are approved by the New Jersey Department of Education. These classes will not count in the student's GPA or percentile rank, however.

WEIGHTED GRADING SCALE (Per Credit)

Standard Academic	Honors/Pre-AP Academic	College Level/Dual Enrollment or Advanced Placement
4.6	5.0	5.3
4.3	4.7	5.0
4.0	4.4	4.7
3.6	4.0	4.3
3.3	3.7	4.0
3.0	3.4	3.7
2.6	3.0	3.3
2.3	2.7	3.0
2.0	2.4	2.7
1.3	1.7	2.0
0.0	0.0	0.0

QUALITY POINTS FOR A FIVE CREDIT COURSE

A+	23.0	25.0	26.5
A	21.5	23.5	25.0
A-	20.0	22.0	23.5
B+	18.0	20.0	21.5
B	16.5	18.5	20.0
B-	15.0	17.0	18.5
C+	13.0	15.0	16.5
C	11.5	13.5	15.0
C-	10.0	12.0	13.5
D	6.5	8.5	10.0
F	0.0	0.0	0.0

Mid-Term and Final Examinations - Grades 6-12

Common summative. Quarterly assessments as mid-terms and final examinations are required to be taken by students in grades

6-9, 10-11, 12-6-12 each marking period in order to fulfill the course requirements. Students in Algebra 1 in any grade must take the common assessment for mid-term and final examinations in order to fulfill the course requirement.

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Students who are absent from school on the day an exam of a quarterly is administered must provide the principal with a written, verifiable and valid excuse. If the absence is not considered to be valid by the principal the student will not be permitted to make up the exam and will fail the course for the year.

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In addition, the following guidelines will be followed for the student who is legitimately absent:

1. A student must take make-up exams on the first day the student returns to school after the exam period. If multiple exams are involved, two must be taken on the first return day, and so on.
2. If a student fails to follow this procedure, then make-up exams may only be taken after school on days scheduled by the administration.
3. All make-up exams should be completed by the third school day after the exam period.
4. Failure to complete make-up exams according to the schedule will result in "0" grade for the exam in question. This number will be worked into the mid-year and end-year grades.

Exception: Doctor's note submitted before the make-up exams are due to be taken.

Examination Exemptions for Grade 12 Students

Exemptions for final examinations will be granted for grade 12 students who, in each course:

Attain a grade of 90.4 or higher in each of the four marking periods.

Attain a grade of 90.3 or higher on the mid-term examination first three quarters.

Accumulate no more than six (6) total absences in a full year course or three (3) absences in a semester course.

Note: Five (5) or more consecutive days absent will not count in the total providing that the student provides proof from a licensed physician attesting to the injury or illness mandating the student is exempt from attending school. Attendance will be mandatory during the exam period for which the student is exempt. Students who are absent must adhere to the make-up policy as listed in number 5 of this policy.

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AP Courses - In lieu of taking a final exam 4th marking period quarterly in June, students may be required to take a Pre AP test or the take an AP test at the time approved by College Board. Fourth marking period grades will be left up to the discretion of the individual instructor on the criteria for which the student will be graded (project, etc.).

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Teacher Procedures

Teachers will complete Exhibit 6147.2 for all students who will receive an exemption. The A copy of this completed exhibit will be submitted to the guidance counselor and attendance administrator principal for verification purposes and forwarded to the Superintendent of Schools principal.

Junior English

Exemptions from 4th quarterly final exams in English 11 or English 11 H will be granted for Grade 11 students who score

'Advanced Proficient' on the Language Arts section of the Required State Exam Assessment HSPA.

- If the scores are not received from the State of New Jersey before the 4th quarterly final exam period, all students will take the final quarterly.
- When scores arrive from the State, all students who scored 'Advanced Proficient' on the State exam Assessment will receive an 'A' as their English 11 final exam grade.

Junior Math

Exemptions from 4th quarterly final examinations in Math courses will be granted for Grade 11 students who score 'Advanced Proficient' on the math section of the Required State Exam HSPA.

- If the scores are not received from the State of New Jersey before the 4th quarterly final exam period, all students will take the final quarterly.
- When scores arrive from the State, all students who scored 'Advanced Proficient' on the State exam will receive an 'A' as their Grade 11 final Math exam grade.

Full-Year Courses with Mid-Term and Final Exams

If a course is required to give students a mid-term and final exam, the average for the mid-term and final examination grades are to be used as a fifth-grade and are to represent 20% of the final grade. Final grades are to be arrived at by adding the numerical equivalents of each grade given and dividing by five (5) for those subjects in which an examination is given and by four (4) for those subjects in which examinations are not given.

Calculation of semester 1 and final grades:

Semester 1

First Marking Period Grade 40%

First Marking Period Grade 20%

Second Marking Period Grade 40%

Second Marking Period Grade 20%

Quarterly 1 5%

Quarterly 2 5%

Exam Grade (Mid-Term) 20% (if applicable)

Semester 2

Third Marking Period Grade 40%

Third Marking Period Grade 20%

Fourth Marking Period Grade 40%

Fourth Marking Period Grade 20%

Quarterly 3 5%

Quarterly 4 5%

Exam Grade (Final) 20% (if applicable)

Final Grade = (Semester 1 + Semester 2) / 2

One Semester Courses

The final examination grade shall be 20% of the final semester grade, computed as follows:

First Marking Period Grade 40%

Second Marking Period Grade 40%

Exam Grade (if applicable) 20%

Quarterly 1 10%

Quarterly 2 10%

Plagiarism

Pupils are expected to be honest in all of their academic work and must not at any time engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils' papers, exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Unless authorized by the classroom teacher, no student may use a cell phone during a formative or summative assessment. Use of an unauthorized cell phone or other electronic device (iPod, iPad, etc.) may be construed by the classroom teacher as an act of plagiarism.
2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgement of the ideas, words, formulas, textual materials, on line services, computer programs, etc. of another person or in any way presenting the work of another person as one's own.
3. Falsification, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for the work that is plagiarized. The penalty for plagiarism and/or cheating is determined by the classroom teacher in conjunction with the principal and/or principal's designee. (see Code of Conduct)

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

Reprimand the pupil orally and/or in writing. The teacher in conjunction with the principal and/or principal designee may also be authorized to withhold credit in the work tainted by the academic dishonesty.

If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

If the pupil is not in agreement with the disciplinary action of the Principal, he/she may appeal the action to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy 5145.6 Pupil Grievance.

Date: Approved: January 25, 2007

Revised: September 25, 2008
Revised: June 18, 2009
Revised: November 19, 2009
Revised: May 5, 2011
Revised: July 19, 2012
Revised: April 18, 2013
Revised: September 19, 2013
Revised (First Reading): July 24, 2014
Revised (Second Reading): August 6, 2014

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PARAPROFESSIONAL ASSIGNMENTS 2014-2015

ATTACHMENT B

<u>Paraprofessional</u>	<u>School</u>
Kathy DiGiacinto	Euclid
Nancy Verdi	Euclid
Patty Alosco	Euclid
Lynn Priore	Euclid
Leanne Shenloogian	Euclid
Sabina Valente	Euclid
Kathleen Hughes	Euclid
Linda Mullins	Euclid
Kathleen Christensen	Euclid
Dorothy Checchi	Euclid
Trish Barrios	Euclid
Donna Villacampa	Euclid
Lorraine Cagiao	Euclid
Laura Kashuba	Euclid
Grace Altamura	Lincoln
Bonnie Dallara	Lincoln
Anna De Palma	Lincoln
Joanne Dunn	Lincoln
Ann Marie Ellerbrock	Lincoln
Karen Wheeler	Lincoln
Brenda Colaneri	Lincoln
Helen Pasqualone	Lincoln
Maureen Garden	Lincoln
Kathy Ferreri	Lincoln
Adele Albanese	MS
Angela Cristofolo	MS
Theresa Gasparino	MS
Maryann McCann	MS
Melissa Wexler	MS
Esterina Anderson	MSHS
Marie Kistner	HS
Debbie Innis	HS
Carmen Delsole	HS
Joanna Sagitis	HS
Michelle Bischoff	MS
Debbie Latorre	MS
Pete Gonzalez	HS
Donna Wipper	HS